

Equality information and objectives

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1. Aims

Newtown Primary School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- › Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- › Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- › Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- › [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- › [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives
- › [Public Sector Equality Duty: Guidance for Schools | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

Operating within the framework of Secure Autonomy as a member school of Stour Vale Academy Trust, the local governing body will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated to staff, pupils and parents
 - › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
 - › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.
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The equality link governor is [TBC at IEB]. They will:

- › Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the local governing body regarding any issues

The Headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils in the school
- › Meet with the equality link governor every term (where the Headteacher is the designated member of staff for equality) to raise and discuss any issues
- › Monitor success in achieving the objectives and report back to the local governing body

The designated member of staff for equality (where this is not the Headteacher) will:

- › Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor every term to raise and discuss any issues
- › Support the Headteacher in identifying any staff training needs, and arrange training as necessary

All staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and local governors are regularly reminded of their responsibilities under the Equality Act and an Equalities Impact Assessment is carried out when policies are implemented or reviewed..

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and the local governing body aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- › Removing or minimising disadvantages suffered by staff and pupils that are connected to a particular characteristic they have
- › Taking steps to meet the particular needs of people who have a particular characteristic
- › Encouraging people who have a particular characteristic to participate fully in any activities. In fulfilling this aspect of the duty, the school will:
 - Analyse publicly available attainment data each academic year showing how pupils with different characteristics are performing to determine strengths and areas for improvement, implement actions in response and share this information with governors and staff through the school's self-evaluation form and improvement plan.
 - HT, Executive Lead and CEO have received Equality training October 2022.
 - The curriculum is broad and balanced to promote equality.

- School has an up-to-date Accessibility Plan which is updated annually.
- This policy outlines the commitment of our school to ensure that equality of opportunity is available to all members of the school community for our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include:-
 - Pupils
 - Teaching staff
 - Support staff
 - Parents/ carers
 - Governors
 - Multi-agency staff linked to the staff, AEN services staff, school improvement services staff, school attendance service
 - Visitors to school
 - Students on placement
- ○ We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. We want to provide an environment which is free from unlawful discrimination, harassment or victimisation of any kind. We want to educate our pupils in an environment which recognizes, celebrates and draws upon the diversity of West Bromwich and offers equal respect, appropriate support and fair rewards for all our pupils.
- ○ At our school, equality is a key principle for treating all people the same. The Equality Act defines eight 'Protected Characteristics' :
 - 1. Age
 - 2. Disability
 - 3. Gender reassignment
 - 4. Pregnancy and maternity
 - 5. Race
 - 6. Religion and belief
 - 7. Gender
 - 8. Sexual orientation
- ○ The Equality Act makes it illegal to discriminate against a person with a disability for a reason related to their disability. It is also illegal to have rules, policies or practices which apply to everyone but which may disadvantage people with disabilities. Our school is required to make reasonable adjustments to allow children with disabilities to fully take part in the activities. These requirements are derived from the Disability Discrimination Act-
- ○ Less favourable treatment- children with disabilities are entitled not to be treated less favourably than non-disabled children for a reason relating to their disability, without reasonable justification.
- ○ Reasonable adjustments- children with disabilities are entitled to have reasonable adjustments made with respect to admission arrangements or in provision of education and associated services, to prevent them being placed at a substantial disadvantage, unless the refusal to make those adjustments can be justified.
 - The geography of the premises makes it very easy to accommodate wheelchairs on site and all reasonable adjustments have been made. There is a dropped curb and ramp to the main reception. Access to all rooms in the school from one floor. We have disabled toilet facilities

6. Fostering good relations

- Secure autonomy enables and supports schools to build good relations within their own communities and contexts in the way which works best for them and the Trust maintains good relationships with neighbouring trusts and LAs and is committed to working collaboratively to promote equality. We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- being committed to equality in its delivery of education, whether or not the service is directly provided by us or contracted to a third party provider. School leaders will monitor this education provision to ensure that students acquire the skills which enable them to be proactive in their behaviour and learning and to become responsible citizens.
- aiming to provide high quality education services, making sure services are easily accessible. We will improve what we do by continuing to consult with staff, students, parents, governors, local communities and other partners about education and equality issues.
- fostering positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- ensuring that our staff and local governors who plan, agree and deliver our education provision recognise diversity and demonstrate a proactive approach in their day-to-day work. They will ensure that everyone is treated fairly, recognising special education or physical needs and understanding differences. Behaviour will reach our high standards of conduct (staff, volunteers and students) and the learning environment we provide will be safe and accessible for those studying and working.
- making every effort to create equality of opportunity for employees, ensuring opportunities are accessible and fair to all. Where necessary we will implement reasonable adjustments or additional support, to ensure equality of access to the working environment and opportunity to undertake the job role successfully.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups.

The school keeps a written record known as an Equality Impact Assessment to show we have actively considered our equality duties and asked ourselves relevant questions.

8. Equality objectives

1. Eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Public Sector Equality Duty.

2. Advance equality of opportunity between people who share a protected characteristic and those who do not.

3. Foster good relations between people who share a protected characteristic and those who do not.

9. Monitoring arrangements

The governors will update the equality information we publish at least every year.

This document will be reviewed annually.

This document will be approved by the local governing body.

10. Links with other policies

This document links to the following policies:

- Safer Recruitment & Selection Policy
- Staff Code of Conduct
- Trustee / Local Governor Code of Conduct
- Staff Disciplinary Policy
- Staff Absence Management Policy

Appendix: Equality Impact Assessment

Question		Response	
1. Name of policy or activity being assessed?			
2. Summary of the aims and objectives of the policy?			
3. What involvement and consultation has been done in relation to the policy?			
4. What involvement and consultation is planned in relation to this policy?			
5. Who is affected by the policy?			
6. What are the arrangements for monitoring and reviewing the actual impact of the policy?			
Protected characteristic group	Is there potential for positive or negative impact?	Explanation & details of any evidence / data used	Action to address negative impact (e. g. adjustments to the policy)
Disability			
Gender reassignment			
Marriage or civil partnership			
Race			
Religion or belief			
Sexual orientation			
Sex (gender)			
Age			

